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ABSTRACT

This framework provides guidelines for use in planning, implementing, and evaluating foreign language instruction. The emphasis is on the following topics: (1) goals, benefits, and rationale of foreign language study; (2) the need for foreign language learning as a catalyst for human interaction in a multicultural society; (3) organizational options for meeting a diversity of needs; (4) the relationship of foreign language study to other disciplines; (5) elements of effective foreign language instruction, including a discussion of planning, instructional objectives, classroom activities, cocurricular and extramural activities, resources, and evaluation techniques; (6) assessment of foreign language instruction; and (7) responsibilities for effective foreign language programs. Three appendices include the following documents and lists; (1) legal provision for foreign language instruction in California, (2) criteria for selection of instructional materials, and (3) professional foreign language organizations in California. (Author/AMH)

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Foreign Language Framework

for California Public Schools

Kindergarten Through Grade Twelve

Adopted by the

California State Board of Education

Prepared by the

Curriculum Framework and Criteria Committee

Under the direction of the

California State Board of Education
Curriculum Development and Supplemental Materials Commission

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Cover

Throughout this document strong emphasis is placed on communication, and especially on foreign language students' acquiring and developing the skills needed to speak and comprehend the second language. This emphasis is further highlighted by the publication's unique cover design, which is a reproduction of a human voice print.

Foreword

Now, as never before, we must have a communications network that contributes to multicultural understanding. Whether we like it or not, we live in an age of interdependence. We can look forward to more, not less, interdependence, as technology shrinks the space between peoples.

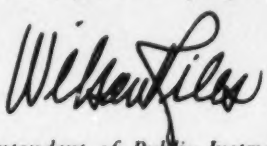
Real, compelling, and very practical reasons exist regarding why we must have young people leaving our schools aware of the interdependence of the peoples in this world and aware of the need to communicate—to communicate first in standard English but also to communicate fluently in other languages as well. I know of no better way to erase part of our reputation as ugly Americans than to work toward making our children and ourselves bilingual.

I am aware that budget cuts have forced many school districts to curtail foreign language programs. But I am also aware that, as we move toward further interdependence, we will be producing students unable to function in, or to survive the demands of, the international community, unless we start now in search of ways to restore foreign language programs. When school districts are too small to afford foreign language teachers, cooperative arrangements among districts and county offices should be explored. When cutting the school day leaves no formal time for language studies, perhaps informal time can be found. Somehow, we must make certain that we can communicate with our Latin American neighbors in their languages. And we must be able to communicate with all of our other neighbors in this global village in which we live. When we cannot communicate in languages they understand, we lose.

Communication has one major goal: to promote understanding—understanding of the needs, the fears, the hopes, and the values of others, and the reasons others act and react as they do.

If we are to take multicultural education to its highest and most effective level, if we are to preserve this global village as the home of all peoples, we must promote a network of multicultural communication. The responsibility of meeting that imperative rests with us.

By developing in our schools a comprehensive multicultural program of foreign language instruction, we can eliminate the intellectual provincialism we so often see in American life and move from a predominantly monolingual to a multilingual society. It is my hope that this new framework will help us develop such a program.



Superintendent of Public Instruction

Preface

Language is the primary means by which we come to know ourselves and each other. We live in a multilingual world whose rapid pace and technological advances are causing us to reexamine the role of the individual and the role of society in creating environments that are optimally beneficial for both personal and social survival and conducive to such survival. The study and use of a variety of languages enable us to deepen our understanding of human life, to expand our awareness of the human potential, to strengthen the possibilities for creating environments rather than merely coping with them, and to increase the means for perfecting our designs of human communities—both locally and globally.

Because of the growing need for intercultural communication, language study has become the touchstone for increased efficiency in human communications. Themes such as "language as communication," "multicultural awareness," and "unity within diversity" emerge from social dialogues. These themes are the seeds from which we develop our goals for foreign language study: (1) communicative competence; (2) cultural understanding and the ability to function in the culture in which the second language is spoken; and (3) appreciation of differences and similarities among peoples of various cultures.

The goals cited above provide the basis for our foreign language programs. The objectives and organizational options suggested in this *Foreign Language Framework for California Public Schools: Kindergarten Through Grade Twelve* are designed to help those persons most involved in the foreign language teaching and learning processes to design, implement, and evaluate effective programs and to learn from those programs.

This document contains descriptions of some of the most creative and successful approaches to excellent foreign language teaching. It also contains suggestions for effective program planning. In developing this framework, the Curriculum Framework and Criteria Committee recognized the diversity of learning and teaching styles that prevail among students and teachers. Recognition was also given to the plethora of materials, activities, and methods utilized in programs designed to accomplish the three major goals of foreign language study.

The Curriculum Framework and Criteria Committee hopes that those who use this framework will recognize their own expertise and artistry and will trust their intuition in designing foreign language programs that are responsive to the needs of the students, parents, and communities that they serve. As artists thoroughly familiar with the media and aware of the message to be communicated, users of this document should also draw from the suggestions and resources presented herein to design programs that are based on their own knowledge and expertise and on the strengths and preferences of those persons affected by the programs.

BEVERLY GALYEAN
Chairperson, Curriculum Framework and Criteria Committee

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I
Introduction

Foreign Language Framework for California Public Schools: Kindergarten Through Grade Twelve provides guidelines for use in planning, implementing, and evaluating foreign language instruction. It is designed to address concerns expressed by teachers, administrators, counselors, students, parents, and others who are interested in developing and maintaining effective foreign language programs. The emphasis of the framework is on the following topics:

- Goals of foreign language study
- Rationale for foreign language study in California schools
- Need for foreign language learning as a catalyst for human interaction in a multicultural society
- Major benefits of foreign language study
- Relationship of foreign language study to the study of other disciplines
- Instructional planning, including organizational options, common activities, resources, and evaluation procedures
- Assessment of foreign language instruction

Attention is also focused on the role of foreign language study in the total school curriculum, the current state of foreign language instruction, and the future of foreign language education.

The framework is not intended to be prescriptive, for the needs and desires of students and communities vary. It is not a compendium of good teaching practices or a collection of hints and suggestions for teachers. And it is not designed to serve as a course of study.[1] No bibliography has been included because of the lack of resources necessary to compile a complete and impartial list and because any list of books and other materials would have been outdated by the time this document was published.

The Curriculum Framework and Criteria Committee defined foreign language instruction as the teaching of a second language to students whose primary language is English. Bilingual instruction, which is concerned with providing instruction to students whose primary language is other than English, is discussed in a separate document, *Bilingual-Bicultural Education and English-as-a-Second Language Education: A Framework for Elementary and Secondary Schools* (Sacramento: California State Department of Education, 1974).

This framework is intended to serve as a statement of what foreign language educators value and what they would like to accomplish.

Foreign Language Framework for California Public Schools: Kindergarten Through Grade Twelve is intended to serve as a statement of what foreign language educators value and what they would like to accomplish. It includes descriptions of a variety of practices that have proved effective in foreign language programs, and it provides a foundation on which educators can build in a variety of ways. Finally, the framework is intended to emphasize the vital role that foreign language plays in the education of human beings.

[1]Courses of study are generally available through offices of county superintendents of schools and school district offices.

II
Language and the Human Community

He who does not understand words cannot understand people.

—Confucius

The need to communicate effectively on all levels becomes increasingly acute as individuals' lives grow more complex and become more involved with the lives of others. The need to interact psychologically, sociologically, and politically with other individuals, other groups, and other sections of the world becomes increasingly critical. Air routes and electronic devices bind diverse peoples ever more tightly together; and the world becomes at the same time more pluralistic and yet more centralized, with nations polarizing into coalitions.

The growing number of high school and university courses that deal with some aspect of communication illustrates the mounting need for effective communication. On the university level such courses involve several departments and cut across several disciplines. Indispensable to trained scholars, writers, journalists, diplomats, politicians, and international businesspersons is a study of various modes of communication in languages and cultures other than their own.

The Role of Language

"The real voyage of discovery," as Marcel Proust said, "consists not in seeking new landscapes but in having new eyes." When people first become aware of the cultural diversity that exists around them, life suddenly takes on a new dimension. This new dimension is broadened as people learn to appreciate more the pluralism that exists within this nation and within the entire human population. One senses that there is more to see, to hear, to taste, to touch, and to enjoy. Knowledge of a second language and a second culture enables one to extend his or her view of humanity and to explore other areas of the world. This multifaceted rapport with other peoples is essential to a nation that seeks to enrich its own cultural plurality, to work productively with other countries, and to maintain a respected place in the "hierarchy of governments."

Through language people let others know what they feel, what they think, what they know, what they seek, what they need, what they strive for, and what they long for, be it companionship or competition.

The increasing awareness of the need to communicate effectively and to appreciate other cultures is not solely the concern of foreign language departments. The cooperation of several departments, of several disciplines, is required to produce citizens who are capable of making important contributions to government—be it on the local, state, or federal level—and to society. Language, the most social of the social studies, is a vital means by which human beings seek to optimize the conditions of their existence.

"Speech is civilization itself," said Thomas Mann. "The word, even the most contradictory word, preserves contact—it is silence which isolates." Language ends the isolation that can encompass and impoverish a person or a nation. Through language people let others know what they feel, what they think, what they know, what they seek, what they need, what they strive for, and what they long for, be

it companionship or competition. In short, language is the means by which people make known who they are, what they are, and who and what they want to become.

As populations increase and as international relations become more intricate, the demand increases worldwide for the resources and products that are essential for the "good life" that many people in the United States have known. This demand makes all people more interdependent. Where life-styles are based on technology, nations cannot be self-sufficient. For example, an interruption in the flow of oil from one area has immediate and serious repercussions for much of the developed world. Industry falters, prices soar, profiteering proliferates, and recriminations multiply.

The future of the United States—the preservation of life as Americans have known it—depends on how effectively the nation's leaders and economic emissaries are able to deal with the leaders and emissaries of the nations that supply essential goods—nations to whom the United States must also sell goods to maintain its power to buy. Under these circumstances, effective face-to-face communication is crucial. It is essential that negotiators for the United States speak the languages and understand the cultural values of other countries. As one member of the President's Commission on Foreign Language and International Studies observed, "Anything can be *bought* in English, but if we wish to *sell,* we must use the language of the buyer."

The people of this country are beginning to recognize that their perceptions of the world, values, attitudes, and behavior patterns may not be universally shared or accepted or admired. The need for a global perspective, for empathy with others and recognition of others' concerns, is a major survival issue today—just as it will be in the twenty-first century. Negotiating sensitive issues with mutual respect and understanding among a wide variety of peoples necessitates knowledge of other languages and cultures and the ability to function in other cultures.

The need for a global perspective, for empathy with others and recognition of others' concerns, is a major survival issue today—just as it will be in the twenty-first century.

In California people of diverse cultural backgrounds are blended in numerous communities throughout the state. To nurture the strengths that each cultural group can provide, educators must recognize the value of people being fluent in their native language (if other than English) as well as in English.

Benefits of Foreign Language Study

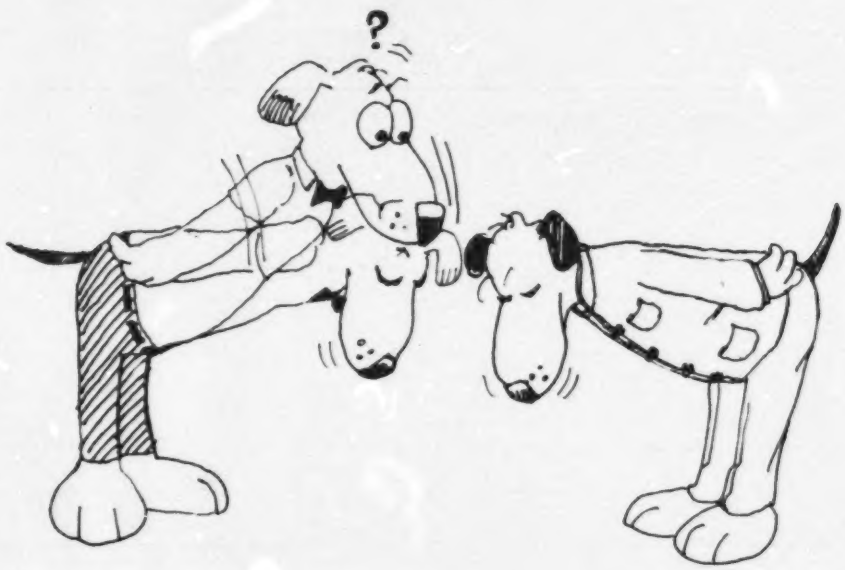
Students study a second language for many reasons. Their motives may range from such immediate considerations as meeting college entrance requirements to such idealistic aims as contributing to international understanding. Similarly, the benefits that can be derived from the study of another language are numerous, especially for those who begin this study at an early age. The benefits are essentially humanistic benefits because they relate to all realms of human activity, from the commercial to the intellectual, from the materialistic to the idealistic. They include not only long-range, subjective satisfactions but also immediate, objective gratifications, such as increased pleasure in travel and a wider range of employment possibilities.

Through the study of a foreign language, the learner can become acquainted with various cultures—cultures in both the United States and foreign countries. In California, with its rapidly growing Spanish-speaking and Asian populations, as in other areas of the

United States where immigration is continuous, the knowledge of a second language can mean increased earning power in many careers and professions. In medicine, law, teaching, science, and industry, for example, those who are able to communicate in the language of the people with whom they must deal have the potential for greater financial gain and greater personal satisfaction than those who cannot.

Other humanistic benefits—of equal or perhaps even greater significance than those cited above—include insight into language structure, language consciousness, and the working of the human mind. The study of another language also enhances one's command of his or her own language. Awareness of diversity in language fosters awareness of diversity in cultures and value systems. And the new, broader perspective that the student of foreign language gains may well be the reward that provides the greatest lasting personal satisfaction.

Awareness of a diversity in language fosters awareness of diversity in cultures and value systems.



III

Goals of Foreign Language Study

As stated in Chapter II, the motives for foreign language study are as varied as the benefits that one can accrue from such study. Not every foreign language student is motivated by a desire to develop communicative competence in the language. Some students may want to study a foreign language only to meet college entrance requirements or to increase their vocational opportunities.

The national interest, however—and often the interests of the local community as well—requires the creation of a large reservoir of citizens who are fluent in languages other than English, knowledgeable about other cultures, and able to function in other cultures. This national interest must, in many cases, take precedence over the desires of individual learners. In this respect, the development of communicative competence in foreign languages is no different from the development of reading and ciphering skills. The schools do not allow students to decide whether or not they receive instruction in reading or basic arithmetic functions. Society has decreed that it is in the interests of the students and in the interest of the nation to ensure that all students acquire these skills. The fundamental outcome of foreign language instruction in the public schools of California should be to produce citizens who are fluent in the languages being studied, knowledgeable about the particular cultures, and capable of functioning in those cultures.

The primary goal of foreign language study is to communicate through the language.

Communication, the *primary* goal of foreign language study, involves all of the following:

- Comprehending the spoken language
- Speaking the language comprehensibly
- Comprehending the written language
- Writing the language comprehensibly
- Recognizing and using body language and other means of nonverbal communication associated with a given culture

The *secondary* goals of foreign language study, acquisition of cultural knowledge and the ability to function in the culture, involve:

- Understanding the attitudes, values, customs, traditions, and taboos of the culture
- Using cultural signals (appropriate gestures and the like) in a variety of social contexts

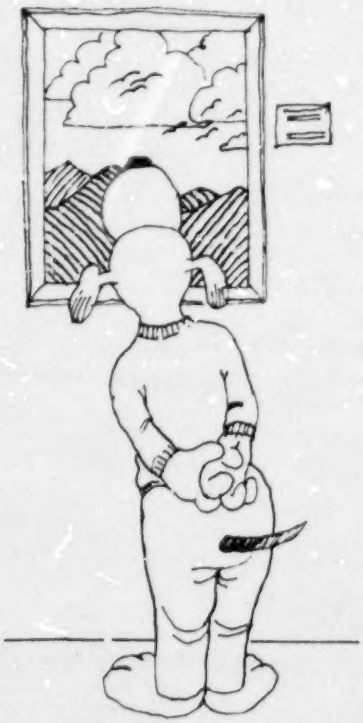
Achievement of the above goals leads to a broader interdisciplinary goal: appreciating the similarities and diversities of languages, cultures, and value systems within the United States and throughout the world. Appreciating such diversities and similarities involves the following:

- Recognizing behavioral and language patterns of cultures that are different from one's own
- Recognizing the common elements of humanity in diverse cultures
- Selecting from among cultural differences those elements that can help improve the quality of one's life

- Accepting as characteristic of humanity both the similarities and the differences among languages, cultures, and value systems

The various goals of foreign language study are complementary. The skills and activities used to achieve one goal also contribute to the achievement of the others. Rarely are they mutually exclusive. Language is a vital element of culture, just as culture is an essential element of language. Without the study of the related culture, language learning can be a dry, sterile, academic exercise. Studying the setting in which the language is used creates excitement and motivation for continued study.

Without the study of the related culture, language learning can be a dry, sterile academic exercise.



The cultural dimension is divisible into "surface" culture and "deep" culture. The term "surface" culture refers to the identifiable features of the geography and economy of the country and to the identifiable products of the creative activity of the country's people, such as music, art, and literature. The term "deep" culture means the social behavior patterns of the people in their day-to-day lives: their voice intonations, gestures, rites, traditions, taboos, folkways, and mores. The study of both types of culture serves as a ready vehicle for learning language structure, idioms, and vocabulary—the essential components of effective communication in the language.

Implications of Goals for Instruction

The goals established for any subject in the school curriculum have certain clear implications for instruction. Fluency in a language, knowledge of the particular culture, and the ability to function in the culture can be achieved only if practice in communication is an integral part of instruction. This means that at least as much time must be allotted to activities involving communication as is allotted to practice of the separate components of language including pronunciation. Communication involves the use of language to transmit meaning in unrehearsed, culturally authentic situations.

Unfortunately, most commercially available instructional materials do not include or require adequate activities involving practice in communication. Until this deficiency is corrected, the creation or initiation of such activities must be the responsibility of the teacher.

Achievement of Goals

The goals cited in this framework are ambitious and demand years of study, experience, and growth in language and in other disciplines. Goal achievement in foreign language programs requires assistance from other areas of the school curriculum. In turn, foreign language programs can help other programs to realize their objectives. The knowledge of a second language can be beneficial in the acquisition of (1) cultural appreciation, such as appreciation of music, literature, and the visual arts; (2) factual knowledge, such as that pertaining to the physical and social sciences; (3) specific skills, such as those related to the performing arts and certain technological fields; and (4) knowledge about the nature of language in general and about one's native language.

By taking full advantage of such interdepartmental relationships and influences, and by keeping in mind the long-range goals of foreign language study, the serious student of foreign language can progress steadily toward the ideal of second language mastery.

The realization of this ideal is dependent on many factors, not all of which can be part of every learning situation. Realistically, many teachers will not be able to "accompany" each student along the continuum to complete mastery. For a variety of reasons, foreign language study in school may be limited to periods of time that are too brief to accomplish all that the long-range goals entail. Nevertheless, such study is still of significant value.

After even the briefest period of time and with even very limited facility, the student can leave the foreign language class with an increased awareness of language in general and with an increased appreciation of other peoples and their cultures. A single semester of foreign language study can stimulate a desire for further study—either later in the student's school career or later in life. The long continuum may be resumed—or begun—at any age.

Students with varying abilities, interests, and objectives may reach the goals of foreign language study by different routes. In attempting to define levels of proficiency, instructional planners should allow for flexibility in the means of achieving the goals. There are many degrees of mastery and success. For some students the ideal goals may be too ambitious. For some any modicum of success is cause for satisfaction—even celebration—for both themselves and their teachers.

In attempting to define levels of proficiency, instructional planners should allow for flexibility in the means of achieving the goals.

In attempting to meet specific course objectives and long-range goals, teachers must keep in mind the primary goal of all instruction: to provide students with as many opportunities as possible to see themselves as successful learners whose needs, interests, preferences, resources, and talents are recognized and validated in the classroom. Properly planned foreign language instruction can be particularly effective in accomplishing this most important goal.

IV

Organizational Options for Meeting a Diversity of Needs

By recognizing the special advantages and limitations of each organizational option, teachers and curriculum planners can create a functional foreign language curriculum.

The ultimate effectiveness of foreign language instruction is dependent on many factors. Among these are the ways in which programs and instruction are organized. In selecting organizational patterns, program planners should consider the following factors:

1. The goals and objectives of foreign language instruction in general, including the need to provide all students with the opportunity to practice communication and the components of language
2. The individual needs and interests of students, teachers, and members of the local community

This chapter deals with several possible organizational options. Total foreign language programs are often classified in the following ways:

1. Ways of organizing a total foreign language program
2. Ways of organizing instruction in individual foreign language classes

Total foreign language programs can be classified in the following ways:

- Direct method program
- Audio-lingual program
- Immersion program
- Grammar/translation program
- Language for native speakers

In a similar manner, various instructional approaches used within these programs are frequently classified as follows:

- Conversational approach
- Humanistic/affective approach
- Total physical response approach
- Natural method approach
- Suggestology
- Individualized instruction based on learning styles
- Topic-related individualized instruction
- Self-paced individualized instruction
- Personalized individualized instruction
- Independent study

Recently, however, enlightened by data from the related fields of psychology, counseling, human development, brain and neurophysiological research, human relations, and psycholinguistics, and with a growing concern for language as communication of self, curriculum developers and teachers have begun to utilize one or more of these approaches as a basis for a total language program design; for example, conversational program, humanistic program, and suggestology program. These programs may or may not reflect either part or all of the components of the traditional total language program.

The various organizational options, which are described in greater detail in Chart 1 (pages 11—15), are not meant to be prescriptive or

exhaustive. They are presented merely to facilitate innovative foreign language programming. By recognizing the special advantages and limitations of each option, teachers and curriculum planners can create a functional foreign language curriculum. The names of the approaches and programs ultimately developed may well be different from those used herein; and the specific content of the courses will depend on the resources of the community, the interests of the students, the special qualifications of the faculty, the physical facilities available, and the size of the learning groups.

The options proposed in this framework provide for a great deal of flexibility:

- Many overlap, and many can be combined. For example, audiolingual courses may also have a humanistic orientation.
- Frequently, two or more options can coexist. For example, such contrasting types of programs as grammar/translation and language for native speakers can be maintained successfully in the same department at the same time with students who have different goals or different motives for studying foreign languages.
- The time allotted for instruction can vary. For example, instruction can be (1) restricted to a limited amount of time and to a specific content area (minicourses); and (2) organized into blocks of time that are longer than the basic class period. This second option may involve extended or combined class periods on a daily basis or concentrated instruction for the entire day over a period of weeks or months (intensive courses).

For a particular group of students, an approach or option is good if the needs of the students are met and if the students are motivated to continue their language study.

For a particular group of students, an approach or option is good if the needs of the students are met and if the students are motivated to continue their language study. For example, in some California communities with large non-English-speaking populations, special situations require special attention. Many students from such communities come to school already able to communicate in a language other than English. These students need the opportunity to develop and expand their first-language skills, and yet they may have competencies that make it inappropriate to schedule them in language classes designed for students whose dominant language is English. Therefore, existing foreign language offerings may be inadequate. Schools with significant numbers of such students should provide special language instruction for them, and it is important that the teachers of such courses have sufficient language competence and training to meet their needs.

In addition to the options discussed in this section, two other categories of foreign language instruction deserve special mention:

1. Foreign languages in the elementary school (FLES) is a special program of language activities and techniques suitable for learners in kindergarten through grade eight. Such programs can be based on many of the options listed above or can incorporate many of those options.
2. Advanced placement (AP) courses are special, well-defined, college-level courses for which a student can receive college credits after successfully completing the appropriate advanced placement examination.

A comprehensive and effective foreign language program for English-speaking students is one in which students acquire the skills of understanding, speaking, reading, and writing through communication in the language rather than through drills.

Whatever the organization of the program or instruction, a comprehensive and effective foreign language program for English-

speaking students is one in which students acquire the skills of understanding, speaking, reading, and writing through *communication* rather than through drill work. For many students the two most important and most difficult of these skills to acquire are those that involve oral communication. For the majority of people, the most satisfying and elusive results of foreign language study are:

1. The ability to express ideas, reactions, and emotions spontaneously and comprehensibly in all types of social or interpersonal situations
2. The ability to understand others when they speak at a normal speed on a variety of subjects

Therefore, a majority of the classroom activities throughout the foreign language program should be devoted solely to the acquisition and development of the speaking and comprehension skills. The reading and writing components will serve to reinforce the student's ability to understand and to speak.

Student success is a key factor in any effective foreign language program. Regardless of the manner in which the instruction is organized, students must enjoy success to be motivated to continue their study. Ideally, the student should receive both immediate and long-range gratification and rewards. Success and pleasure in the classroom can lead to lifelong interest in foreign language study and lifelong commitment to its humane goals.

Success and pleasure in the classroom can lead to lifelong interest in foreign language study.

CHART 1

Organizational Options Commonly Used in Foreign Language Programs

Type of program/instruction	*Description*	*Special features*	*Appropriate audience*
Direct method program	Only the target language is used to provide instruction.	Extensive use is made of realia and dramatization aids in conveying meaning. Students hear and use only the target language.	Students at any grade level
Audio-lingual program	Audio-lingual programs are based on the principles of structural linguistics and behavioral learning theory; that is, language is treated as a conditioned habit and language learning as a process of stimulus and response. Properly conducted, the process leads to spontaneous generation of language by the learner. Typical activities for students include (1) memorizing and reciting dialogues; and (2) participating in drills as a means of learning the structures of the target language.	The focus of this program is on language structure. Using a minimum of vocabulary, students practice structures before analyzing them. The acquisition of skills is sequential, from listening to speaking to reading to writing. Heavy emphasis on oral drills makes electronic devices highly desirable components of this program.	Students at any grade level
Immersion program	Instruction in the various subjects of the curriculum, such as mathematics and social studies, is provided exclusively in the second language. This approach may be used for instruction in all subjects during the school day or in designated subjects for designated portions of the day.	The motivation to acquire proficiency in the second language is inherent in the student's desire to study the regular subjects of the curriculum. The content of the language instruction is determined by the vocabulary and structures necessary for instruction in the particular content area(s).	Students at any grade level who possess sufficient background in the second language
Grammar/translation program	Emphasis is placed on learning the major grammatical structures of the target language to acquire competence in communication. Reading and translating are the key means for developing proficiency in the foreign language. Typical activities for students include (1) memorizing basic grammar rules and vocabulary lists; (2) translating sentences and passages from the target language to English and vice versa; and (3) memorizing, reciting, and writing paradigms of declensions and conjugations.	Emphasis is placed on grammatical accuracy. Translation skills are developed. The ability to read the literature of the target language is based on translation skills. Written drills are used extensively.	Students in grades seven through twelve

CHART 1 (Continued)

Type of program/ instruction	*Description*	*Special features*	*Appropriate audience*
Language for native speakers	This type of program is designed to enhance and expand the language skills of those who have acquired proficiency in a particular language outside the school setting, generally in the home. Typical activities for students include (1) studying the differences between "formal" and "informal" language styles, levels of usage appropriate to special situations, and dialect variations; (2) studying various manifestations of language (for example, proverbs and sayings) in which cultural and linguistic variations are illustrated; (3) learning to paraphrase and summarize; (4) reading writings such as history accounts, belles lettres, news accounts, and scientific reports; and (5) creating poetry, short stories, dramas, and the like.	Students develop sophisticated language skills by building on previously acquired competencies. Students study the subtle aspects of the appropriate history and culture. The dignity and validity of the language the students bring to class and of the cultures associated with that language are emphasized.	Students in kindergarten through grade twelve who bring special language proficiencies to the language class (Students may have gained such proficiencies from previous bilingual instruction; habitation or study abroad; or previous instruction in an American foreign language school.)
Conversational approach	Instruction is organized mainly to develop the skills of listening and speaking. Conversations are designed around specific themes or general ideas. A variety of structures and vocabulary is used for the expression of these themes and ideas. Students may make spontaneous, extemporaneous presentations. Reading or writing exercises are used only to reinforce students' conversational skills. Typical activities for students include (1) enacting various roles, using language they have practiced; (2) discussing in small groups topics of common interest; and (3) giving short reports (two or three sentences) about items of interest and responding to oral questions from fellow students.	Learners have an opportunity to achieve immediate goals (for example, conversational skills needed for travel). Students are motivated to continue their language study, and they develop the background necessary to do so at an advanced level.	Students in kindergarten through grade twelve
Humanistic/affective approach	Instruction is aimed at the simultaneous development of self-awareness, interpersonal relations skills, and language skills, each of which is supported, reinforced, and enhanced by the others. Language is learned through activities that enable students to learn more about themselves and their fellow students. The program content focuses on students' interests, needs, feelings, values, attitudes, images, and preferences. Typical activities	Students can learn about themselves and relate helpfully with others while learning basic language structures. Learning is increased through focusing on the psychomotor, affective, and cognitive domains during teaching/ learning activities. Multicultural awareness and dialogues are integral parts of the process of developing interpersonal relations skills.	Students in kindergarten through grade twelve

CHART 1 (Continued)

Type of program/instruction	*Description*	*Special features*	*Appropriate audience*
Humanistic/affective approach (Continued)	for students include (1) creating and using language drills based on their personal experiences and feelings; imagining situations that are of particular value in their lives; and (3) choosing and describing issues of great significance in their lives.	Students learn to accept responsibility for their attitudes and behaviors. Language practice becomes personal, self-revealing, and consequently highly relevant through the use of highly motivating, humanistic activities.	
Total physical response approach	Before speaking the target language, students spend an extensive period of time listening to the teacher speak it and following his or her commands. Later, students respond to commands from other students.	A large amount of time is devoted to listening and responding to commands. The initial stages of speaking involve the giving of commands.	Students at any grade level
Natural approach	The focus of instruction is on the substance of communication rather than its form. Initially, both English and the target language may be used, even mixed, in the same utterance.	Classroom time is used exclusively to practice communication; students study grammar and work on grammatical exercises as homework activities. The teacher creates situations in which students are motivated to communicate. The emphasis of instruction is on acquisition of a large recognition vocabulary; that is, vocabulary range is more important than structural accuracy. The transmission of meaning is more important than structural accuracy of the transmission.	Students at any grade level
Suggestology	The suggestology method of instruction is based on the system developed by Bulgarian psychologist Georgi Lozanov. Emphasis is on the direct, intuitive approach to learning. Nonverbal elements, such as music, tone of voice, body movement, and facial gestures, are major factors in the student's learning to communicate. Rapid, nonstressful, and joyful learning is stressed. Typical activities for students include (1) participating in physical exercises and listening to music as a means of reducing tension and increasing receptivity to teaching; (2) hearing music as a background to language practice (the music is intended to establish a connection between the rational and	Conditions are created in which the students can express themselves spontaneously and without inhibition. The direct, intuitive approach to language learning is emphasized through work with the effect of sound on oral communication. Slides, records, and supplementary audiotapes are used to create an appropriate, relevant learning environment in which students can "experience" the target culture and acquire language skills.	Students at any grade level

CHART 1 (Continued)

Type of program/instruction	*Description*	*Special features*	*Appropriate audience*
Suggestology (Continued)	emotive bases of language acquisition and language use); and (3) creating and participating in mime, skits, games, and improvisations as a means of developing an intuitive feeling for language.		
Individualized instruction based on learning styles	Instruction is based on the teacher's formal assessment of the students' most effective learning modes and needs. Students work on prescribed activities on an individual basis or in small groups with other students who have similar optimum learning styles. Students' grades are based on the quality of the work that they complete pursuant to contracts with the teacher, and the amount of credit awarded is in proportion to the amount of work completed.	The possibility of success is increased for those students who could not be expected to succeed through the use of other instructional approaches. Provision is made for appropriate instructional modes for students whose learning styles and learning rates differ. Flexibility is provided for through the use of a variety of resources, aides, and equipment.	Students at any grade level
Topic-related individualized instruction	Students acquire language skills through the study of specific topics. Instructional materials consist of a variety of teacher-developed units, often called "learning activity packets" (LAPs), which are based on topics of appropriate difficulty level and interest level. The teacher provides appropriate materials and activities and periodically reviews the student's progress to determine the amount of credit and the grade to give. Grades and credit are awarded in accordance with the amount and quality of the work the student completes.	Students have an opportunity to study language and vocabulary related to areas of specific interest (for example, auto mechanics, nursing, fashion, and dating). Students who are motivated by immediate and personal interests and by long-range goals have available to them an option for continued foreign language study beyond the standard program.	Students in grades seven through twelve
Self-paced individualized instruction	Instruction is organized to allow all students to proceed at a self-determined rate. Instructional materials consist of teacher-prepared learning materials, the structure and vocabulary of which are sequential. The materials are organized into units, or learning activity packets. Students complete each unit at their own rates. Student progress is periodically reviewed and evaluated by the teacher, who directs the activities and maintains individual student records. Credit is variable in accordance with the amount of material the student successfully	All students have the opportunity to advance at their own rates. A system of multilevel scheduling in individual classes can be used to facilitate continued foreign language study where enrollment is small. Flexible use of limited resources (teaching aids, electronic devices, and the like) is provided for.	Students in grades seven through twelve

CHART 1 (Concluded)

Type of program/instruction	*Description*	*Special features*	*Appropriate audience*
Self-paced individualized instruction (Continued)	completes. Typical activities for students include (1) listening to recorded listening-comprehension exercises and answering multiple-choice questions on an answer sheet; (2) reading a passage and answering questions that the teacher asks about the passage; (3) taking oral and written quizzes before they progress to the next task; and (4) taking unit tests for credit for each unit of work.		
Personalized individualized instruction	Instruction is organized around topics of special interest to the students and materials assembled and developed by them. The teacher utilizes these topics and materials as a basis for developing appropriate exercises and fostering students' development of linguistic skills.	Students can refine their linguistic skills while pursuing their special interests. Students are encouraged to be self-reliant.	Students at any grade level and with sufficient maturity and language background to assemble and develop their own learning materials
Independent study	Instruction is based on objectives that have been established and agreed on by the student and the teacher. After establishing the course content and the grading standard, the teacher and student meet only periodically for discussion, review, and evaluation. Credit may be granted in increments as the student completes specific units, or it may be awarded when the student completes a body of material, such as that designated for a semester.	The problems of insufficient enrollment for a minimum class and scheduling conflicts can be overcome, thereby enabling advanced students to continue their study independently. Students have the opportunity to pursue a particular interest or to further their study of a particular subject area while achieving specified language skill objectives. Responsibility, resourcefulness, and self-appraisal are encouraged.	Capable, self-reliant students who have completed the equivalent of two or more years of study of a language

V

Elements of Effective Foreign Language Instruction

Successful foreign language instruction is not simply the result of haphazardly assembling the teacher, students, and textbooks and other instructional materials in a classroom. It must be carefully planned, implemented, executed, evaluated, and replanned. This is true whether the instruction is related to a single activity in a single class session, to a series of lessons comprising a complete unit, to a complete course of study for the semester, or to a total foreign language program articulated across several grade levels.

Effective foreign language instruction involves three basic steps:

1. *Planning*—Identifying the skill(s) to be acquired and the degree of mastery expected
2. *Implementation*—Providing and guiding the activities by which students will develop the skill(s) identified in the planning phase
3. *Evaluation*—Determining whether individual students and the class as a whole have acquired the identified skill(s) and are prepared to advance in the learning continuum

Planning

All planning, regardless of the scope of the activities and program involved, requires an understanding of the relationships among goals, objectives, learning activities, and evaluation procedures.

All planning, regardless of the scope of the activities and program involved, requires an understanding of the relationships among goals, objectives, learning activities, and evaluation procedures. The following considerations are essential for effective planning:

- The teacher and the learner enjoy greater satisfaction and have a greater prospect of success if both share clear concepts of the desired results.
- Establishing goals that apply to all levels of learning helps to effect smooth articulation and achieve optimum long-range results.
- Goals such as those outlined in Chapter III involve long periods of time and may never be realized. It is therefore important to establish also a number of realistic short-term objectives that can be achieved with available resources.
- Short-term objectives are achieved by means of a variety of instructional activities conducted both in and out of the classroom. These activities should involve all language skills and allow for a variety of student learning styles.
- In establishing goals and objectives, planners must also decide how to determine the degree to which the goals and objectives have been achieved. Continuous evaluation is essential. If the evaluation reveals that the plan is not being carried out successfully, the instruction or the plan must be modified accordingly. Thus, replanning is an essential element of the total planning process.

Although effective use of these planning principles can help resolve many of the chronic problems of foreign language education, some obstacles to successful instruction may still exist. The manner in which

these are dealt with will depend to a large degree on the resources available and the resourcefulness of the planners. For example:

- Poor articulation may be partially corrected by involving all teachers in the planning of programs that they will be expected to implement.
- Deficiencies in the staff may be partially alleviated by planning and providing an adequate program of staff development.
- The absence of native speakers on the staff may be partially compensated for through use of a language laboratory or electronic classroom equipment that enables students to listen to native speakers.
- Undesirable teacher-student ratios can be improved by grouping students for instruction. Grouping can also help to accommodate students with different learning styles in the same class. Students may work:

  1. As an entire class
  2. In large groups (half the class, for example)
  3. In small groups
  4. In pairs
  5. Individually

  Grouping may be based on students' ability levels, interests, or learning styles. Grouping provides students with more opportunities to:

  1. Interact with other individuals.
  2. Practice speaking or reading orally.
  3. Receive from other students help with problems of grammar and composition.
  4. Participate in a variety of classroom activities.

  Grouping also provides teachers with more opportunities to:

  1. Observe individual students.
  2. Work intensively with a few students at a time.
  3. Vary the pace and style of instruction.
  4. Deal successfully with large classes.

Ideally, instructional objectives are based on the student's needs, interests, concerns, standards, and learning styles.

Instructional Objectives

Objectives, as contrasted with long-range goals, are specific and are designed to be achieved within a limited amount of time. They tell exactly what one expects to achieve, when one expects to achieve it, and generally with what degree of accuracy. Development, classification, and communication of objectives are the teacher's responsibilities; but students will be more motivated to learn if they are involved in the process of determining objectives that are appropriate to their age, background, interests, and learning styles. Ideally, the objectives will be based on the students' needs, interests, concerns, standards, and learning styles in such a way as to coincide with the concerns and standards of the teacher, who in turn reflects the concerns and standards of the school and the community.

When properly formulated, clearly stated, and readily available in written form, objectives serve a number of valuable purposes. They can:

- Reflect the needs, interests, concerns, and standards of both students and teachers.

- Help to ensure maximum student motivation by making students aware of their role in the teaching-learning process.
- Help to ensure that the specific course content and each day's activities are directed toward the achievement of the long-range goals.
- Provide a systematic method of evaluating the students, the course, and the program.
- Provide interested persons with a clear explanation of what is going on in the classroom and why.

Learning activities must be designed to develop specific skills and attitudes.

To enable the students to acquire the skills identified in the objectives, the teacher must plan learning activities designed to develop specific skills and attitudes. Once the activities are completed, the teacher must assess the degree to which they have been effective in helping the students meet the particular objective. This assessment should be made for individual students and for the class as a whole. If the teacher determines that the objective has been achieved by a sufficient number of students, the class moves ahead to the next objective and to the next group of activities. If the objective has not been achieved by a sufficient number of students, the plan should be modified, and/or additional activities should be planned and conducted until the desired result is obtained.

The following example is offered to illustrate the cycle of planning, implementation, and evaluation:

Objective:

By the end of the class period, students will have added five new words to their vocabularies.

Learning activities:

1. Students pronounce the five new words after the teacher pronounces them.
2. Students hear and see the five new words in various contexts.
3. Students view flashcards of the five new words, with appropriate illustrations.
4. Students give the English equivalents of the five new words.
5. Students transpose the five new words from English into the target language.
6. Students use the five new words in context (orally, in writing, or both).

Evaluation:

Individual students will demonstrate that they have added five new words to their vocabularies by:

a. Filling in blanks in a sentence or in a paragraph, using all the words correctly in context and pronouncing and spelling them correctly
b. Identifying objects (or pictures of objects), using all the new words orally, in writing, or both and pronouncing and spelling them correctly

The instruction will be considered to have been effective and the group will be deemed ready to proceed to the next objective when, in the judgment of the teacher, a sufficient number of students have achieved the objective with a sufficient degree of accuracy.

Once the objectives are clear, the teacher—always keeping in mind the specific objective(s) and the long-range goals—should utilize a variety of activities and techniques to help students achieve them. The activities and techniques employed should be consistent with the learners' educational needs, most effective learning styles, and so forth.

Common Classroom Activities

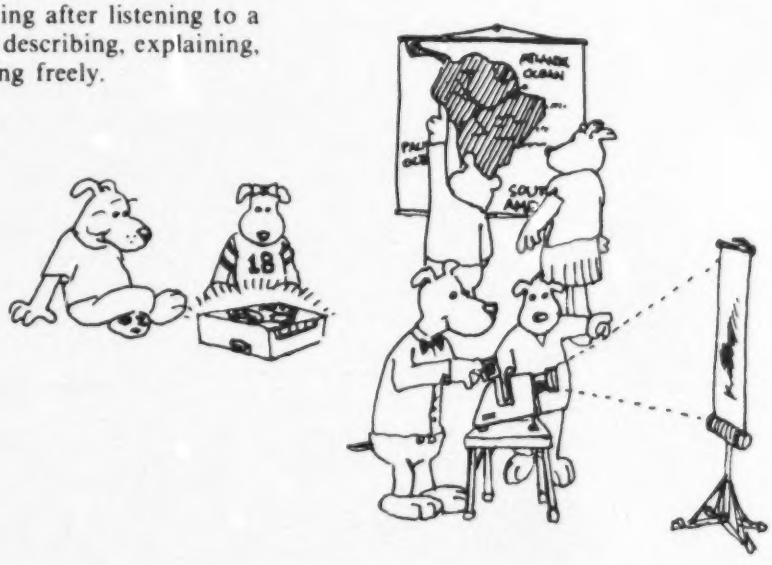
The skillful, knowledgeable, and imaginative foreign language teacher will devise an assortment of activities that will provide students with opportunities to communicate in the foreign language. The wide use of communication activities helps maintain student interest, regardless of the course content or the method of instruction being used.

The activities described below are common in most foreign language classes and are well known to most language teachers. The imaginative teacher will develop other activities by making appropriate use of all available materials, including realia and audiovisual aids.

The skillful, knowledgeable, and imaginative foreign language teacher will devise an assortment of activities that will provide students with opportunities to communicate in the foreign language.

- Listening activities
  1. Listening to the teacher
  2. Listening to other students
  3. Listening to guests
  4. Listening to recordings by others
  5. Listening to recordings of themselves
- Speaking activities
  1. Speaking to the teacher
  2. Speaking to other students
  3. Speaking to guests
  4. Recording themselves speaking

  The above activities may involve repeating after listening to a model; asking and answering questions; describing, explaining, or reporting on something; or conversing freely.
- Reading activities
  1. Reading textbooks
  2. Reading maps
  3. Reading posters
  4. Reading signs
  5. Reading dictionaries
  6. Reading newspapers
  7. Reading comics
  8. Reading magazines
  9. Reading letters
  10. Reading other printed materials
- Writing activities
  1. Writing exercises
  2. Taking dictations
  3. Writing reports
  4. Writing exams
  5. Writing letters
  6. Taking notes in an interview
  7. Composing dialogues



8. Writing compositions
9. Writing poems

- Viewing activities
  1. Viewing films
  2. Looking at filmstrips
  3. Viewing videotapes
  4. Looking at slides
  5. Looking at photographs
  6. Examining realia
- Role playing and miscellaneous activities
  1. Performing skits, dialogues, and plays
  2. Reciting poetry
  3. Singing
  4. Gesturing and using other body language
  5. Cooking and eating foreign foods
  6. Drawing, painting, and coloring
  7. Making films and slides
- Activities for learning to function within a culture
  1. Understanding, speaking, reading, and writing the language of the second culture
  2. Recognizing voice intonations and gestures and using voice intonations and gestures to express emotions and reactions
  3. Learning about a variety of social customs, celebrations, traditions, and rites and participating in them

The above can be accomplished by cooking, serving, and eating characteristic foods; dancing, singing, and listening to music; playing games; making and wearing native costumes or outfits; reading books, articles, newspapers, magazines, and maps; viewing films, slides, photographs, posters, and artwork; socializing and visiting with people from the foreign culture; conducting interviews; exchanging letters with people in foreign countries; and using maps, dictionaries, and encyclopedias.

Foreign language students enjoy participating in cocurricular and extramural activities.

Cocurricular and Extramural Activities

In addition to standard classroom activities, many foreign language students enjoy participating in cocurricular and extramural activities that are recognized by the school or sponsored by the school to supplement or complement the school foreign language program.

Cocurricular activities are school sponsored but take place outside the regular class. They include such activities as the following:

- Foreign language field days, fairs, and carnivals
- Foreign language clubs
- Field trips to museums, restaurants, lectures, films, and plays
- Projects on history, current events, geography, music, art, crafts, native dress, cuisine, holidays, dances, songs, and folklore

Extramural activities are recognized by the school (and in some cases provided by the school), but they take place off campus. They include such activities as:

- Foreign language camps

- Foreign language contests sponsored by professional language organizations
- Student exchange programs and study or travel abroad
- Correspondence instruction, or other instruction provided by the University of California or other institution approved to provide teacher training, for which the school gives credit (The cost of this instruction may be paid by the school district.)[1]
- Foreign language study at a state university or a private school (Such study may be recognized for credit toward graduation.)[2]

These cocurricular and extramural activities:

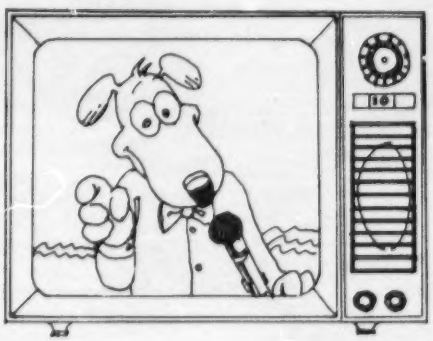
- Allow students to use the target language in informal situations.
- Help students gain insight into the lives of the people who speak the target language.
- Provide stimulating subjects for classroom discussions.
- Allow students to participate in a variety of cultural and communication activities.
- Motivate students to travel in foreign countries or to continue their foreign language study, or both.

Resources

Many valuable resources are available to both foreign language teachers and students. A few of these are described below:

- Other curricular areas, such as social science, art, music, and home economics, and certain related programs, such as bilingual education and career education, can provide numerous opportunities for students to enrich their language learning. This exchange of resources with the other disciplines can be accomplished through specific minicourses, through team learning, or through team teaching.
- Professional language associations represent a multitude of different foreign language interests. They sponsor one or more regional, state, and/or national conferences per year; publish newsletters and journals; and sponsor a variety of activities to meet local needs, including teacher workshops, field days, foreign language camps, and scholarship grants. Their publications offer articles dealing with recent research, current successful programs, and new and tried activities or approaches. The State Department of Education, offices of county superintendents of schools, and the foreign language departments of colleges and universities can supply information about these associations.
- Most publishers of foreign language materials offer consultants to assist teachers in using their materials. They also display their materials at language conferences. Descriptions of foreign language materials adopted by the State Board of Education for use in California schools can be found in *Instructional Materials Selection Guide: Foreign Languages,*[3] which is distributed to

Many valuable resources are available to both foreign language teachers and students.



[1]See Education Code sections 51740-51741 and Section 1633 of the California Administrative Code, Title 5, Education.

[2]See Education Code sections 51243—51245 and Section 1632 of the California Administrative Code, Title 5, Education.

[3]*Instructional Materials Selection Guide: Foreign Languages.* Sacramento: California State Department of Education, 1978.

school district offices and offices of county superintendents by the State Department of Education.

- Community residents who are native speakers of a language other than English are frequently willing to visit classes. These visitors are more at ease and their presentations are more effective when they clearly understand the educational objectives of the visit. Many native speakers of languages other than English also belong to clubs and other groups in which the native languages are spoken. The clubs and groups often sponsor activities at which language students are welcome. Local newspapers may carry information about such events.
- Community institutions and organizations, such as libraries, colleges and universities, museums, churches, temples, and other religious organizations, offer educational displays, films, courses, and programs of various types. They also serve as sources of realia and information useful to the language student. Some colleges and universities have foreign language clubs in which high school students are welcome to participate.
- Consulates are good sources of posters, films, speakers, and statistical and cultural information about other countries. Occasionally, they offer scholarships and prizes to language students.
- Business establishments in the community, such as theaters, restaurants, and bookstores, can be sources of cultural and linguistic contacts. Some banks, airlines, automobile dealers, travel agencies, and import-export companies will provide information, films, posters, scholarships, or prizes. Public service agencies and utility companies, such as the Department of Motor Vehicles, the post office, and the telephone company, produce publications in languages other than English.
- Sister city affiliations promote person-to-person contact between United States citizens and citizens of other nations. Some activities generated by these affiliations include exchanges of students, pen pals, exchanges of cultural materials and information, and special sister city days.
- Foreign language telecasts and broadcasts provide additional opportunities for contacts with other languages and cultures. Many station managers will consult with teachers and students about program ideas and broadcasting opportunities.

Certain evaluation techniques and instruments are common to almost all foreign language courses and programs.

Evaluation Techniques

Certain evaluation techniques and instruments are common to almost all foreign language courses or foreign language programs. These include:

- Objective evaluation of students
  1. Oral and written compositions
  2. Student-created projects
  3. Publishers' examinations
  4. Standardized tests
  5. Criterion-referenced tests
  6. Teacher-made or student-made tests
  7. Diagnostic tests to determine students' optimum learning styles

- Subjective evaluation of students
  1. Observation by teacher
  2. Observation by parents
  3. Observation by supervisors, administrators, and counselors
  4. Observation by peers
  5. Self-examination
- Objective program evaluation
  1. Student performance tests—district-developed tests or locally prepared tests; university placement tests; and standardized tests
  2. Student and community opinion surveys
- Other indicators of program quality
  1. Number of students enrolled in courses, especially second-year study and beyond
  2. Performance of students in second-year courses and beyond
  3. Student performance on national or local tests or in contests sponsored by professional language organizations
  4. Evaluation by the Western Association of Schools and Colleges
  5. Reports from outside consultants

Effective foreign language program evaluation focuses on evidence of:

- Response to the linguistic needs of the community
- Community participation in the foreign language program
- Administrative support for the foreign language program
- Correlation between the foreign language program and other school programs
- Articulation within the foreign language program
- Provision for staff development, in-service programs, and other professional growth activities and teacher participation in these activities
- Assessment of student needs and provision for individual differences
- Records of student progress
- Recognition of individual learning styles in the design or selection of methodologies
- Provision for a favorable learning climate

Ultimately, the success of daily instruction is measured by the extent to which students improve in their abilities to understand and speak the foreign language.

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VI

Responsibilities for Effective Foreign Language Programs

Effective teaching-learning in the classroom is dependent on support from many interacting elements, some of which are outside the local community. All of the individuals and entities listed below play significant roles in the social process in which the individual learner and teacher are brought together:

- Students
- Teachers
- School administrators and counselors
- District governing board
- Parents and other community members
- Professional organizations
- Colleges and universities
- County boards of education
- State Department of Education

Each of the above interacts in some manner with the others and thereby helps increase the students' chances for success in learning a second language and in the other curricular subjects.

The sections that follow contain descriptions of the ways in which various elements can help support the foreign language program. Each section is also designed for use as a possible checklist for assessing the degree to which the particular element is contributing to the development and maintenance of an effective foreign language program.

Students can support the foreign language program by working to improve their proficiency in the language.

Students

Students can support the foreign language program by:

- ☐ Assuming responsibility for their learning
- ☐ Bringing to the classroom a generally favorable and cooperative attitude
- ☐ Working to improve their proficiency in the language
- ☐ Participating in classroom instruction (asking questions, volunteering responses, and so on)
- ☐ Participating in related activities outside the classroom
- ☐ Responding constructively to the teacher's praise and suggestions for improvement
- ☐ Utilizing available resources (libraries, language laboratories, resource centers, community organizations, professional language organizations, foreign exchange students, college and university facilities, and the like)
- ☐ Appreciating the teacher's efforts and linguistic competence and consciously profiting from them
- ☐ Providing the teacher with information about real-life experiences to help stimulate meaningful conversation and exercises
- ☐ Working productively with other students
- ☐ Striving to understand and achieve the objectives of the foreign language program

- ☐ Strengthening the program by requesting specific courses to meet their needs
- ☐ Recruiting other students for the foreign language program
- ☐ Responsibly evaluating themselves, other students, teachers, counselors, administrators, and the language program in general
- ☐ Continuing foreign language study through high school and beyond

Teachers

Teachers can support the foreign language program by:

- ☐ Maintaining and improving their proficiencies in both oral and written language
- ☐ Communicating comprehensibly in English
- ☐ Utilizing their strengths and seeking to improve in areas of weakness
- ☐ Participating in professional growth activities
- ☐ Striving always to articulate with all levels of the foreign language program to accomplish long-range goals
- ☐ Actively recruiting students for the foreign language program
- ☐ Inviting other teachers, counselors, administrators, governing board members, parents, and other community members to visit language classes and to participate in foreign language activities
- ☐ Informing students, other teachers, counselors, administrators, parents, and other community members of foreign language program objectives
- ☐ Sharing materials, ideas, and techniques with other teachers of foreign languages and with teachers of other subjects
- ☐ Sharing with counselors and administrators evidence of student performance and progress
- ☐ Conferring with counselors and parents concerning student needs and student placement
- ☐ Cooperating with other teachers and with counselors to accept students at the students' levels of competence, to build on their abilities and achievements, and to prepare them for the next level of instruction
- ☐ Evaluating continuously both student progress and class progress
- ☐ Incorporating student goals and objectives with program goals and objectives
- ☐ Demonstrating knowledge of the sequential steps necessary to language learning
- ☐ Presenting vocabulary, topics, and exercises that are appropriate to the ability level of the student
- ☐ Providing for different learning styles and motivating students by using a variety of instructional materials and methods
- ☐ Utilizing large-group and small-group activities
- ☐ Individualizing instruction when appropriate
- ☐ Allowing students to direct some of the learning activities
- ☐ Using as a basis for instructional activities real-life situations that are meaningful to students
- ☐ Using student experiences as a basis for communication activities
- ☐ Providing practice appropriate to the ability level of the student in all four language skills (listening, speaking, reading, and writing)

Teachers can support the foreign language program by maintaining and improving their proficiencies in both oral and written language.

- ☐ Demanding high standards of student performance in all four skills
- ☐ Using the foreign language and insisting that students use it
- ☐ Providing for practice of communication skills in authentic cultural settings
- ☐ Evaluating students to determine their levels of competence in communication
- ☐ Showing appreciation for student effort
- ☐ Utilizing student talent and expertise
- ☐ Designing courses or gearing instruction when advisable to meet specific needs (for example, career education, native speaker courses, and advanced placement)
- ☐ Using school, district, and community resources
- ☐ Providing instruction that enables students to understand and appreciate the culture in which the language is spoken

Administrators and Counselors

Administrators can support the foreign language program by demonstrating high regard for foreign language instruction through official recognition and commendation for deserving students and teachers.

Administrators and counselors can support the foreign language program by:

- ☐ Recognizing and responding to the expressed language needs of the community
- ☐ Establishing and maintaining language courses that meet a variety of student needs
- ☐ Encouraging students at all levels to include foreign language study as a vital part of their education
- ☐ Providing foreign language instruction that begins at the lowest grade level practicable, continues to the most advanced grade level possible, and is well articulated from one level to another
- ☐ Scheduling only one level of language instruction for the teacher during a single class period
- ☐ Maintaining low teacher-student ratios
- ☐ Recruiting, hiring, and retaining qualified teachers who are competent in all aspects of the language and who can communicate effectively in English and the second language
- ☐ Evaluating student and teacher performance and ability to communicate
- ☐ Demonstrating high regard for foreign language instruction through official recognition and commendation for deserving students and teachers
- ☐ Providing adequate support personnel (for example, instructional aides, secretaries, clerks, and language lab technicians)
- ☐ Providing for a program of staff development (in-service training)
- ☐ Providing and maintaining adequate and appropriate equipment
- ☐ Buying appropriate instructional materials
- ☐ Providing physical space and facilities conducive to optimum language learning
- ☐ Facilitating development of programs that enable students to use communication skills in real-life situations (out-of-school jobs and recreational experiences, for example)
- ☐ Financing, scheduling, and providing personnel for appropriate extracurricular activities
- ☐ Encouraging the use of community resources

- ☐ Providing resource personnel for articulation, program development, implementation, and evaluation
- ☐ Visiting foreign language classes and generally supporting foreign language activities

Governing Board

The school district governing board can support the foreign language program by:

- ☐ Establishing policies that reflect a high priority for foreign language education
- ☐ Acknowledging and commending good language students
- ☐ Acknowledging and commending good language teachers
- ☐ Recognizing and commending administrators who support foreign language education
- ☐ Helping to establish and maintain low student-teacher ratios
- ☐ Demanding good language programs, including articulation at all levels
- ☐ Encouraging in language courses creativity and innovation to meet a variety of needs
- ☐ Providing release time for teachers to attend conferences and in-service training
- ☐ Providing release time for teachers to participate on local, state, and national committees
- ☐ Providing release time for teachers to visit exemplary progams in other schools and districts
- ☐ Visiting language courses and supporting language activities

The school district governing board can support the foreign language program by providing release time for teachers to attend conferences and in-service training.

Parents and Other Community Members

Parents can support the foreign language program by insisting that a strong program be maintained.

Parents and the community in general can support the foreign language program by:

- ☐ Encouraging students to study a second or third language
- ☐ Identifying and expressing language needs
- ☐ Electing governing board members who want a strong foreign language program
- ☐ Insisting that a strong foreign language program be maintained
- ☐ Insisting that staff members involved in the foreign language program be competent in both the oral and written phases of their language specialty
- ☐ Rewarding excellence at all levels (helping to provide for awards, prizes, and scholarships, for example)
- ☐ Observing foreign language classes and related activities in and out of school
- ☐ Hosting foreign exchange students
- ☐ Volunteering as paraprofessionals
- ☐ Participating in continuing education foreign language programs (in adult school, through extension courses, and in community programs, for example)
- ☐ Showing films and other visuals
- ☐ Making available electronic equipment (such as closed circuit television, computers, and radios)
- ☐ Establishing and maintaining a list of community resources and materials (for example, bilingual senior citizens and restaurants specializing in foreign foods)
- ☐ Hiring bilingual students
- ☐ Supporting sister city programs
- ☐ Providing adequate time and space for home study
- ☐ Encouraging travel or study abroad

Appendix A

Legal Provisions for Foreign Language Instruction in California

The Education Code sections and the sections of the California Administrative Code, Title 5, Education, cited below provide the legal basis for foreign language instruction in California.

Education Code Provisions

Education Code sections pertaining to foreign language education are as follows:

Legislative Intent

51212. It is the intent and purpose of the Legislature to encourage the establishment of programs of instruction in foreign language, with instruction beginning as early as feasible for each school district.

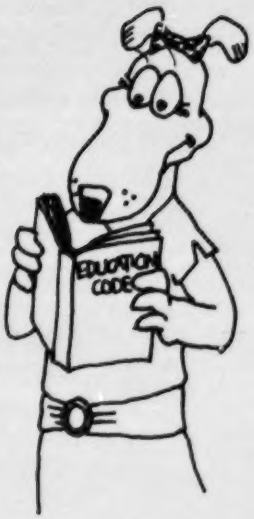
Areas of Study in Grades Seven Through Twelve

51220. The adopted course of study for grades 7 through 12 shall offer courses in the following areas of study: . . .

(c) Foreign language or languages, beginning not later than grade 7, designed to develop a facility for understanding, speaking, reading, and writing the particular language.

Credit for Foreign Language Study in a Private School

51243. Credit shall be given for purposes of the course of study requirements prescribed by school district governing boards or other authorities having jurisdiction for grades 9 through 12, inclusive, to courses in foreign languages in private schools on the basis of their being at least equivalent to those which would be required for the student in a foreign language class in the same grade level in the public schools. The State Board of Education shall adopt rules and regulations prescribing standards and conditions pursuant to which credit shall be given for those purposes to students in the public schools who have successfully completed foreign language studies in private schools.



Approved Foreign Languages for Private School Study

51244. The provisions of Section 51243 giving credit for foreign language courses given in private schools shall apply to courses in the following languages: Chinese, French, German, Greek (classical and modern), Hebrew (classical and modern), Italian, Japanese, Jewish, Latin, Spanish, and Russian, and such other languages as the State Board of Education shall designate.

Private School Foreign Language Instructors

51245. For purposes of the credit which may be given pursuant to Sections 51243 and 51244 for foreign language courses undertaken in private schools, it shall not be required that instructors in the private schools be regularly credentialed teachers.

Authority to Provide Instruction by Correspondence

51740. The governing board of a district maintaining one or more secondary schools may, subject to such rules and regulations as may be prescribed by the State Board of Education and upon the authorization of the Superintendent of Public Instruction, provide pupils enrolled in the regular day schools of the district with instruction by correspondence pro-

vided by the University of California, or other university or college in California accredited for teacher training under this code, in subjects included within or related to the course of study offered in the school and which for good reason cannot be taken by the pupil, and pay the cost thereof. Such instruction when provided for a pupil must be a part of the program of study approved for such pupil.

California Administrative Code, Title 5, Provisions

Sections of the California Administrative Code, Title 5, Education, pertaining to foreign language instruction are as follows:

1632. Credit for Private School Foreign Language Instruction. If all of the following conditions and standards are met, credit for foreign language studies successfully completed in a private school shall be granted and apply toward meeting any foreign language requirement prescribed for grades 9—12.

(a) The pupil seeking credit is regularly enrolled and in attendance in grade 9—12 of the district or is applying for admission thereto.

(b) The pupil, or his parent or guardian, on behalf of the pupil, makes written application for the credit, specifying the private school attended and the amount and level of credit requested; and submits a transcript or other documents from the private school evidencing the pupil's successful completion of the course. The amount of credit sought shall not be less than one semester's work or the equivalent.

(c) The pupil demonstrates to the satisfaction of the principal of the public school in which he is enrolled that his achievement in the foreign language is equivalent to that expected of a pupil of comparable ability taking the same or similar instruction at the specified level in the schools of the district. The principal's determination shall be based upon the private school's report of the results of a test given the pupil by the private school; the test shall have been developed by the private school in cooperation with the district of the pupil's attendance. If the institution was a school located outside the district, the determination may be based upon a test given the student by a public school or such other evidence as the principal deems appropriate.

1633. Credit for Correspondence Instruction. Credit toward graduation may be granted for correspondence instruction that meets the requirements of (a) and (b), is in a subject included in the pupil's course of study, and is given by an institution described in Education Code Section 51740.

Payment of the cost of correspondence instruction may be made by the district, only if the requirements of Education Code Section 51740 or 51741, as applicable, are met and all of the following conditions are fulfilled:

(a) The governing board determined the number of semester periods to be credited for successful completion of a particular correspondence course.

(b) No more than 40 semester periods of instruction by correspondence is credited to a pupil toward his graduation from grade 12.

(c) The district applied, on a form furnished by the State Department of Education and in accordance with the directions thereon, for authorization to provide the correspondence instruction; and the Superintendent of Public Instruction authorized it.

Appendix B

Criteria for Selection of Instructional Materials

Introduction

The primary goal of foreign language instruction in California public schools is to help students to communicate effectively through the foreign language.

The secondary goals are to help students to become knowledgeable about the culture(s) in which the language is spoken and to function in the culture(s).

The achievement of these two goals leads to the broader, interdisciplinary goal of helping students to appreciate the similarities and diversities of languages, cultures, and value systems within the United States and throughout the world.

Materials selected for use in foreign language education should reflect the philosophy expressed in *Foreign Language Framework for California Public Schools: Kindergarten Through Grade Twelve*, which was adopted by the State Board of Education in May, 1979, and published by the Department of Education in 1980.

Because foreign language instruction should begin as early as possible in the school life of a child, it is necessary to (1) provide instructional materials appropriate to the needs and interests of pupils who study foreign languages at all grade levels; and (2) allow for progression along a continuum of skills through all succeeding grade levels.

Foreign language instruction should begin as early as possible in children's school years.

Organization of Materials

All pupil textbooks, teacher editions, and manuals should:

1. Contain clearly stated goals and objectives.
2. Include the major approaches to be used to reach the stated goals and objectives.
3. Contain a great variety of appropriate learning activities to achieve the goals and objectives.
4. Indicate the appropriate sequential development of the language skills.
5. Contain evaluation materials and procedures related to the objectives.
6. Include a wide range of activities that provide students with opportunities to become fluent in the target language, knowledgeable about the related culture(s), and capable of functioning in the culture(s).
7. Provide a continuum of learning activities related to the specific learning objectives.
8. Provide means for sequential development of language in appropriate increments.
9. Provide for maintenance of previously learned skills.
10. Provide for transition from level to level.

Learning Activities

Textbooks and materials should:

1. Provide means for the systematic and continued development of listening, speaking, reading, and/or writing as appropriate to the learner and to the instructional approach(es) being used.
2. Present language through a variety of means appropriate to the content and to the interests of the pupil; for example, songs, games, plays, stories, dialogues, poems, improvisations, and simulations.
3. Provide for a great variety of activities designed to encourage pupils to communicate their ideas, interests, and feelings.

4. Provide for activities for developing students' abilities to communicate independently of textbook direction or teacher direction.
5. Provide for simulation activities for experiencing both the "deep" and the "surface" elements of the culture being studied.
6. Provide for opportunities for pupils to use the target language in a variety of culturally authentic situations.
7. Include activities that allow students to contrast their cultures with the cultures of others.
8. Motivate students to acquire maximum language skills by making sure that they understand at all times the objectives of each lesson.

Teachers' editions and manuals should:

1. Include directions that are understandable, sufficient, and specific; that is, directions as to how to use component materials, suggested techniques, supplementary materials, and cultural items of interest.
2. Include the scope and sequence of the basic content for each level.
3. Include information on how instruction can be individualized.
4. Include suggestions by which teachers can help students overcome difficulties in pronunciation and structure.
5. Include sufficient supplementary materials for enrichment of the basic program.
6. Include descriptions of ways to incorporate in learning activities realia, visual aids, and recorded materials.
7. Include information on how to vary activities from teacher-directed, whole-class activities to self-directed, small-group activities.
8. Include suggested activities for creating an environment that is conducive to successful language learning (for example, use of music and relaxation techniques).
9. Include sufficient materials and procedures for evaluating students' achievement of the learning objectives.

Media Standards

Printed elements of the foreign language program should:

1. Be durable.
2. Be attractively presented.
3. Have print that is clear, readable, and appropriate to the content of the material and the maturity of the pupils.
4. Include color, illustrations, and photographs.

Visual elements of the foreign language program should:

1. Include pictures that are culturally and historically authentic and directly related to the printed material. Stereotyping is to be avoided.
2. Be large enough to be clearly visible to the viewer.
3. Present subject matter of interest to the pupils.
4. Utilize color as necessary for understanding the content.
5. Illustrate clearly the language and/or the particular cultural principle under consideration.
6. Include descriptions of helpful teaching techniques.

Auditory elements of the foreign language program should:

1. Include authentic native or near-native speakers, including male and female adults and children.
2. Feature individuals speaking at an appropriate rate, with accurate intonation, and without extremes of high and low pitches.
3. Include a script and suggestions for effective use.
4. Include explanations necessary for understanding the language used.
5. Include tapes and discs appropriate to the content of the other instructional materials.
6. Be high fidelity reproductions.

Appendix C

Professional Foreign Language Organizations in California

The following professional organizations in California offer a variety of services and information to persons interested and involved in the teaching of foreign languages:

CFLTA	California Foreign Language Teachers Association
FLAGS*	Foreign Language Association of Greater Sacramento
FLANC*	Foreign Language Association of Northern California
FLA-OC*	Foreign Language Association of Orange County
FLA-SCC*	Foreign Language Association of Santa Clara County
FLC-SD*	Foreign Language Council of San Diego
IVFLTA*	Imperial Valley Foreign Language Teachers Association
MCLASC*	Modern and Classical Language Association of Southern California
KCFLTA*	Kern County Foreign Language Teachers Association
MSFLTA*	Marin-Sonoma Foreign Language Teachers Association
TRICOFLA*	Tri-Counties Foreign Language Association
NCFLA*	North Coast Foreign Language Association
CVFLA*	Central Valley Foreign Language Association
CATESOL	California Association of Teachers of English to Speakers of Other Languages
CCA	California Classical Association
CABE	California Association of Bilingual Educators

*Affiliate of California Foreign Language Teachers Association

Other Publications Available from the Department of Education

Foreign Language Framework for California Public Schools ($2.50) is one of approximately 450 publications that are available from the California State Department of Education. Some of the more recent publications or those most widely used are the following:

Accounting Procedures for Student Organizations (1979)	$ 1.50
An Assessment of the Writing Performance of California High School Seniors (1977)	2.75
Better Schools, Better People: How Schools Can Prevent Drug and Alcohol Abuse (1979)	1.50
Bilingual Program, Policy, and Assessment Issues (1980)	3.25
California Guide to Parent Participation in Driver Education (1978)	3.15
California Master Plan for Special Education (1974)	1.00†
California Private School Directory	5.00
California Public School Directory	11.00
California School Accounting Manual (1978)	1.65
California Schools Beyond Serrano (1979)	.85
Child Care and Development Services: Report of the Commission to Formulate a State Plan (1978)	2.50
Computers for Learning (1977)	1.25
Discussion Guide for the California School Improvement Program (1978)	1.50*†
District Master Plan for School Improvement (1979)	1.50*
English Language Framework for California Public Schools (1976)	1.50
Establishing School Site Councils: The California School Improvement Program (1977)	1.50*†
Guide for Multicultural Education: Content and Context (1977)	1.25
Guidelines and Procedures for Meeting the Specialized Physical Health Care Needs of Students (1980)	2.50
Guidelines for Evaluation of Instructional Materials with Respect to Social Content (1980)	1.15
Handbook for Assessing an Elementary School Program (1980)	1.50*
Handbook for Instruction on Aging (1978)	1.75
Handbook for Planning an Effective Reading Program (1979)	1.50*
Handbook for Reporting and Using Test Results (1976)	8.50
A Handbook Regarding the Privacy and Disclosure of Pupil Records (1978)	.85
Health Instruction Framework for California Public Schools (1978)	1.35
Improving the Human Environment of Schools (1979)	2.50
Manual of First Aid Practices for School Bus Drivers (1980)	1.25
A New Era in Special Education: California's Master Plan in Action (1980)	2.00
Parents Can Be Partners (1978)	1.35†
Pedestrian Rules of the Road in California (1979)	1.50
Pedestrian Rules of the Road in California–Primary Edition (1980)	1.50
Physical Education for Children, Ages Four Through Nine (1978)	2.50
Planning for Multicultural Education as a Part of School Improvement (1979)	1.25*
Planning Handbook (1978)	1.50*
Putting It Together with Parents (1979)	.85†
Report of the Ad Hoc Committee on Integrated Educational Programs (1978)	2.60
Science Framework for California Public Schools (1978)	1.65
Social Sciences Education Framework for California Public Schools (1975)	1.10
State Guidelines for School Athletic Programs (1978)	2.20
Student Achievement in California Schools (1979)	1.25
Students' Rights and Responsibilities Handbook (1980)	1.50†
Teaching About Sexually Transmitted Diseases (1979)	1.65
A Unified Approach to Occupational Education: Report of the Commission on Vocational Education (1979)	2.00

Orders should be directed to:

California State Department of Education
P.O. Box 271
Sacramento, CA 95802

Remittance or purchase order must accompany order. Purchase orders without checks are accepted only from government agencies in California. Sales tax should be added to all orders from California purchasers.

A complete list of publications available from the Department may be obtained by writing to the address listed above.

†Also available in Spanish, at the price indicated.
*Developed for implementation of AB 65.

78-245 (1006) 77927 6-80 10M